



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/6/2018

Dr. David A. Hoffert
Warsaw Comm. Schl: #4415
1 Administrative Dr
Warsaw, IN 46580

Dear Dr. David A. Hoffert,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Lakeview Middle School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$285,217.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Warsaw Community School	Corp #	4415
School	Lakeview Middle School	School #	3607
Superintendent Name	Dr. David Hoffert	Email	dhoffert@warsawschools.org
Title I Administrator Name	Danelle Barkey	Email	dbarkey@warsawschools.org
Principal	Amy K. Sivley	Email	asivley@warsawschools.org
Telephone	574-269-7211	Fax	1-574-371-5013
SY 2018-2019 Allocation	\$285,217		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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CFDA Number:	84.377A
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Grant Award Number:	S377A00180015A



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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Andrew Wilson	Assistant Principal
April Boggs	ELA Teacher
Chris Boyd	Health/PE Teacher
Dan Wray	Science Teacher
Mark McCollom	Science Teacher
Todd Braddock	Social Studies Teacher
Danelle Barkey	Chief Accountability Officer and District Title I Administrator
*All staff was given the opportunity to provide feedback on activities during the 2017-18 school year that were a result of SIG.	

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7/5/2018
Title I Administrator Signature:		Date:	7/5/2018
Principal Signature		Date:	7/5/2018

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2014 - 2015	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	51.9%	53%	37.5%	40%	40.1%	45%	47.4%	50%			
Percent of students proficient on ISTEP (ELA) (3-8)	64.6%	66%	57.9%	58%	56.6%	66%	63.3%	68%			
Percent of students proficient on ISTEP (Math) (3-8)	57.6%	59%	40.9%	45%	45.6%	52%	53.8%	56%			
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Leading Indicators	Baseline SY 2014 - 2015	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	70,740	72,720	72,720	72,720	72,720	72,720	72,720	72,720			
2. Number of daily minutes of math instruction	48	48	48	48	48	46	46	46			
3. Number of daily minutes of ELA instruction	48	72	72	72	72	68	68	68			

4. Student attendance rate (must be % between 0 and 100)	95.4%	96%	95.4%	96%	95%	96%	94.1%	96%			
Leading Indicators	Baseline SY 2014 - 2015	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	40	40	48	40	18	35	6	15			
6. Expanded Learning Time (total number of hours offered)	0	15	15	15	15	150	145	150			
7. Number of discipline referrals	981	950	942	1000	1710	1500	1180	1000			
8. Discipline incidents – number of suspensions and/or expulsion	SUS--75 EXP--3	SUS--70 EXP--2	SUS--76 EXP--1	SUS--70 EXP--1	SUS--131 EXP--3	SUS--100 EXP--2	SUS--148 EXP--4	SUS--125 EXP--2	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--32 HEFF--6	IN--0 IMP--2 EFF--26 HEFF--8	IN--0 IMP--0 EFF--28 HEFF--8	IN--0 IMP--0 EFF--22 HEFF--10	IN--0 IMP--0 EFF--22 HEFF--10	IN--TBD IMP--TBD EFF--TBD HEFF--TBD	IN--0 IMP--1 EFF--23 HEFF--8	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	95.5%	96%	92.5%	93%	91.4%	93%	90%	93%			
11. Teacher retention rate (must be a % between 0 and 100)	100%	100%	88%	97%	94%	97%	83%	94%			



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
Strengths: <ul style="list-style-type: none"> • Teachers who want to learn and grow • UVA Interim Assessment cycle in math and ELA • New EL teacher • Teachers care about one another and our students 	Areas of Improvement: <ul style="list-style-type: none"> • Need to dive into how to increase rigor in the classroom; starting by what does rigor look like in classrooms • Development of an Instructional Framework; what will we see in our classes • Grades, grading, and homework discussions need to take place to create consistency across the school
Opportunities: <ul style="list-style-type: none"> • UVA Partnership has strengthened math and ELA instruction • Moved FTE to fit the needs of our students (Skills teacher) 	Threats: <ul style="list-style-type: none"> • Declining number of education graduates • Social-emotional needs of our students and families

Projected Outcomes for SY 18-19

- Recognize and celebrate student growth and achievement THROUGHOUT the year.
- Continued growth and improvement of ALL students by teaching them to have a growth mindset and how to understand and respond to their data.
- Increase rigor in classrooms by creating an Instructional Framework.

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	Continue UVA Partnership and learning activities throughout the year. Responsible: Principal, AP, District Administration	Multiple Phases (Multiple Quarters)	No Cost	Interim Assessment Data will be analyzed quarterly to determine student progress on Power Standards in math and ELA; interim assessment in other subjects will be developed
	Provide members of RtI team and administration training on RtI implementation in a middle school through Solution Tree Training. Responsible: Administration and up to three RtI Members	October 2018	\$5,550 total Registration--\$3,350 (\$670/person) Room & Board--\$2,000 (\$40 per diem for meals and \$1,400 for rooms) Travel--\$200	RtI team will continue to develop an appropriate RtI Program for our students; knowledge learned at this conference will be shared with staff through monthly PD meetings.
	Leadership Team will develop monthly PD opportunities for staff. Responsible: Administration and Lakeview Leadership Team (LLT)	Multiple Phases (Multiple Quarters)	\$2,000—stipends	Monthly PD will be presented; Staff Survey on PD effectiveness; Administration will “look for” changes in instruction as a result of PD and document on evaluation and walk-throughs

	<p>Teachers participating in the Administration Courses through Ball State will participate in a mini-internship. Up to eight times throughout the year, teachers will have a sub for the day to allow them to work with administration and experience first-hand the day-to-day activities of administration. Responsible: Principal, Assistant Principal, and Teachers</p>	Multiple Phases (Multiple Quarters)	\$2,400—subs	Increased leadership opportunities for teachers involved; teacher survey at end of mini-internship
	<p>Teachers (three total) participating in the Administration Courses through Ball State will attend the Indiana Aspiring Principals Conference in the Spring to learn more about transitioning into the administrative field</p>	April 2019	<p>\$1,800 total Registration--\$600 (\$200 per person) Room & Board--\$1,000 (\$40 per diem/person and \$640 for rooms) Travel--\$200</p>	Increased leadership opportunities for teachers involved; teachers will share with administration what they learned at the conference and what we might consider doing at LMS in the future
	<p>Provide school with UVA Support through District Shepherd, ELA Instructional Coach, and Math Instructional Coach.</p>	Multiple Phases (Multiple Quarters)	<p>\$86,667 salaries only (district to pay benefits); Shepherd--\$36,667; Math and ELA Coach--\$25,000 each</p>	Increased leadership abilities through mentoring from District Shepherd and UVA Tailored support; increase teachers ability to use data to drive instruction as well as instructional support from coaches
	<p>PD through UVA Midyear retreat for administrators, district shepherd, and instructional coaches</p>	Multiple Phases	\$2,050 travel expenses	

		(Multiple Quarters)	including registration (\$1,000, \$40 per diem per person, airfare \$670)	Increase leadership abilities through UVA PD for District Shepherd, instructional coaches and administrators
Develop Teacher Effectiveness	Continue to utilize current evaluation system that includes multiple student data points as significant factors. Responsible: Administration	Multiple Phases (Multiple Quarters)	No Cost	Observation Reports and End of Year Summative report showing teacher effectiveness
	Staff rated as Effective or Highly Effective may apply for a mini-grant to be used for classroom resources (\$250 for Effective, \$500 for High Effective) Responsible: Administration and Staff	After final RISE scores are available	\$9,500	Teachers will submit an application listing how these resources will add value to their classrooms and instruction
	Staff rated as Effective and Highly Effective may participate in TESOL certification courses through a partnership with Huntington University and/or High Ability certification courses via Ball State's online program. After obtaining these certifications, staff may pursue an administrative license or Master's degree in TESOL. Administrators may pursue their Ed.S. or Doctorate. Responsible: Administration and Staff	Multiple Phases (Multiple Quarters)	\$72,000—\$67,000 for tuition and fees, & \$5,000 for books and supplies	Increased student achievement for EL/High Ability students as well as students in poverty. Data will be kept on the number/percentage that start and complete the programs as well as the number/percentage that obtain the certification
	Staff will be trained in the Peer-to-Peer Learning Process and will have "in-house" coaches to sharpen their skills and provide support. Responsible: Administration, District Instructional Coaches and Teachers	September training; Throughout 2018-19 SY	\$1,500 for subs	List of trained Peer-to-Peer Coaches will be kept and shared with staff; data on the number of P2P visits will be kept
	Provide math and language arts teachers release time to review quarterly interim assessment data and	Multiple Phases	\$1,800 for subs	Increase student achievement as a result of quarterly remediation plans for math and ELA

	<p>remediation planning. Responsible: Administration and math/ELA teachers</p> <p>Two additional will teachers to attend the UVA Winter Retreat to learn about data-drive instruction. Responsible: Administration and Teachers</p> <p>Increase teacher learning around grades, grading and homework by implementing yearlong book studies; each team will report out on their learning at each monthly Staff PD Meeting. Responsible: Administration and Teachers</p>	<p>(Multiple Quarters)</p> <p>January 2019</p> <p>Multiple Phases (Multiple Quarters)</p>	<p>\$5,250 for registration (\$3,000), room (\$890 total) and board (\$40 per diem/\$360 total) and travel (\$1,200 total)</p> <p>\$2,000 for books</p>	<p>Increase student achievement as documented by grades, quarterly interim assessments, NWEA, and ISTEP</p> <p>Increase staff knowledge and student achievement; Google Doc tracking book study meetings; reports out by team; PLC notes on these topics</p>
Implement Comprehensive Instructional Reform Strategies	<p>Develop Student Learning Plan for students who are struggling based on data which includes attendance data; use data to create goals WITH student Responsible: Administration and Intervention Team</p> <p>Students will create a Student Learning Binder in their Homeroom. Within this binder, students and HR teachers will track student data including NWEA, grades, books read, and attendance, as well as compile learning activities including growth mindset activities and career exploration activities. Students will also track homework completion weekly. Responsible: Administration, HR Teachers and Students</p>	<p>Multiple Phases (Multiple Quarters)</p> <p>Multiple Phases (Multiple Quarters)</p>	<p>\$2,000—stipends</p> <p>\$2,200—supplies</p>	<p>Increase in student achievement as documented by NWEA, attendance, grades and ISTEP data; teachers will meet quarterly with students after school as well as monthly during homeroom</p> <p>Increased student achievement as documented by NWEA, grades, attendance, and ISTEP.</p>

	Provide instructional coaching to all teachers Responsible: Administration, instructional coaches, and staff	Multiple Phases (Multiple Quarters)	No Cost	Increased rigor and instructional practices; monthly record of coaching meetings
Increase Learning Time	After-school Enrichment Activities will be provided to students; six sessions for 7 th grade and six sessions for 8 th grade; activities will be provided by one or two teachers with a minimum of 4 students per adult; activities will be from 3:00 – 5:30 p.m.; transportation to various locations (mobile home parks, apartment complexes and our feeder elementary schools) will be provided Responsible: Administration, Teachers, and Transportation Department	Throughout 2018-19 SY; six different months	\$51,000 total \$40,000 stipends \$9,800 supplies \$1,200 transportation	Increased student engagement in school; participation for each month will be maintained; student data including attendance, academic, and referral data for those participating will be tracked throughout the year; session participation will be evaluated
	Offer an After-School Homework Club (Catch Up Café) to provide students with resources and help on homework assignments. CUC will be offered every week on Tuesday, Wednesday, and Thursday from 3:00 – 4:30. Two certified staff members will run CUC with assistance from one classified staff member. Responsible: Administration, Teachers, and Staff	Multiple Phases (Multiple Quarters)	\$13,500— stipends; \$150/week for certified staff; \$75/week for classified staff	Increased student achievement and engagement in school; student data including attendance, academic, and referral data for those participating will be tracked throughout the year; weekly participation will be kept and tracked
	Maker Club will be offered to students (up to 30 times throughout the year) on Monday from 3:00 – 4:00 p.m. “Guest Makers” will teach hands-on activities to students. Responsible: Administration and Maker Club Coordinators	Multiple Phases (Multiple Quarters)	\$5,500 total \$1,500 stipends; \$4,000 supplies	Increased student achievement and engagement in school; student data including attendance, academic, and referral data for those participating will be tracked throughout the year; weekly participation will be kept and tracked
Create Community-Oriented Schools	Offer Family Nights (one around literacy, one around math, and one TBD) to help parents learn how to strengthen literacy and math skills at home.	Multiple Phases	\$9,000 total \$3,000 stipends	Increased student achievement and engagement in school; student data including attendance,

	<p>Responsible: Administration, Lakeview Leadership Team, and Teachers</p> <p>Provide families/students with Baker Youth Club (BYC) memberships to ensure that students have a safe and supportive place to go after school. Responsible: Administration, Guidance Counselor, and Director of BYC</p> <p>Continued implementation of PBIS program to recognize students who do the “right” things; add student voice to the team</p>	<p>(Multiple Quarters)</p> <p>Multiple Phases (Multiple Quarters)</p> <p>Multiple Phases (Multiple Quarters)</p>	<p>\$6,000 supplies</p> <p>\$6,250 total 125 membership with 25 extra provide at No Charge, if need</p> <p>\$3,250 educational incentives</p>	<p>academic, and referral data for those participating will be tracked throughout the year</p> <p>Increased student achievement and engagement in school; student data including attendance, academic, and referral data for those participating will be tracked throughout the year</p> <p>Increase in positive student behavior; track monthly Positive Props (PP) versus discipline referrals</p>
Provide Operational Flexibility	<p>Superintendent, Board of School Trustees and WCEA provide yearly assurances to support principal in implementation of SIG Responsible: Superintendent, Board of School Trustees, WCEA, and Principal</p>	Multiple Phases (Multiple Quarters)	n/a	All parties involved support SIG Implementation and the Principal and Assistant Principal
Sustain Support	<p>District Administrator Dani Barkey (Chief Communication Officer and Title I District Administrator) will provide support to principal and staff through grant period and beyond.</p> <p>Principal will present an update on SIG Implementation to Dani Barkey on a monthly basis as well as to the Board of School Trustees twice a year.</p>	Multiple Phases (Multiple Quarters)	<p>n/a</p> <p>n/a</p>	<p>Principal will have necessary support to effectively implement SIG</p> <p>All parties will be updated and informed on progress of SIG implementation</p>



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Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

A digital artifact (such as a PowerPoint show or Adobe Spark video) will show how the activities of SIG have affected our students and their overall success.

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:

Title I Administrator Signature:

Principal Signature

J. McCormick
Dawn Berke
Amy K. [Signature]

Date: 7/5/2018

Date: 7/5/2018

Date: 7/5/2018

Part 8: 1003g SIG Budget SY 18-19

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 41,760.00	\$ 3,840.00	\$ 10,440.00	\$ 960.00				\$ 28,750.00			\$ 85,750.00
21000	Support Services - Student											\$ -
22100	Improvement of Instruction (Professional Development)	\$ 88,267.00		\$ 400.00		\$ 72,700.00		\$ 14,650.00	\$ 7,000.00			\$ 183,017.00
22900	Other Support Services											\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation		\$ 960.00		\$ 240.00							\$ 1,200.00
33000	Community Service Operations	\$ 2,400.00		\$ 600.00		\$ 6,250.00			\$ 6,000.00			\$ 15,250.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 132,427.00	\$ 4,800.00	\$ 11,440.00	\$ 1,200.00	\$ 78,950.00	\$ -	\$ 14,650.00	\$ 41,750.00	\$ -	\$ -	\$ 285,217.00

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost: \$ 285,217.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
\$9,500--classroom resources for RISE mini-grants \$2,000--books for teacher book studies \$5,000--books for certification courses \$2,200--Learning Binder materials for every student in the building \$9,800--supplies for Enrichment activities \$4,000--Maker Club supplies \$6,000--supplies for Family Nights \$3,250--PBIS supplies	
Professional Services	Other Purchase Services (travel, communication)
\$67,000--tuition, fees, and expenses for certification courses \$6,250--BYC Memberships \$5,700--subs for teachers to participate in various PD and internships throughout the year	\$2,050--UVA Travel (district) \$5,550--RTI Training through Solution Tree \$1,800--Aspiring Principals Conference \$5,250--two extra attendees at UVA Winter Retreat

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Danelle Barkey	Turnaround Shepherd	Certified	1	N	Y	General Fund	Provides UVA Turnaround leadership
Kelly Meeks	ELA Instructional Coach	Certified	1	N	Y	General Fund	Provides instructional coaching to ELA department
Christy Swartzentruber	Math Instructional Coach	Certified	1	N	Y	General Fund	Provides instructional coaching to math department
Various Drivers	Bus Driver	Non-certified		N	N		Provides transporation home to studnets on Enrichment Nights
Various Teachers	Leadership Team	Certified		Y	N		Serves as a member of the Leadership team that develops PD for the school
Various Teachers & Paraprofessionals	Enrichment Teacher	Certified and Non-certified		Y	N		Develops and implements Enrichment activities for studnets up to 16 times per
Various Teachers & Paraprofessionals	Catch Up Café Manager	Certified and Non-certified		Y	N		Provides after-school homework help on T, W, and R of most weeks
Various Teachers & Paraprofessionals	Maker Club Teacher	Certified and Non-certified		Y	N		Develops weekly Maker Club activities for students to particpate in
Various Teachers	Outreach Team	Certified		Y	N		Develops and holds Family Nights
Various Teachers	Intervention Team	Certified		Y	N		Develops Student Learning Plans for students and provides support to struggling students